DOCUMENT RESUME

ED 135 368 IR 004 471

TITLE Identifying and Utilizing Management Resources Effectively. Leavenworth: A Report on the Region 9 AECT Third Annual Leadership Conference.
INSTITUTION Association for Educational Communications and Technology, Washington, D.C.
PUB DATE Feb 76
NOTE 15p.

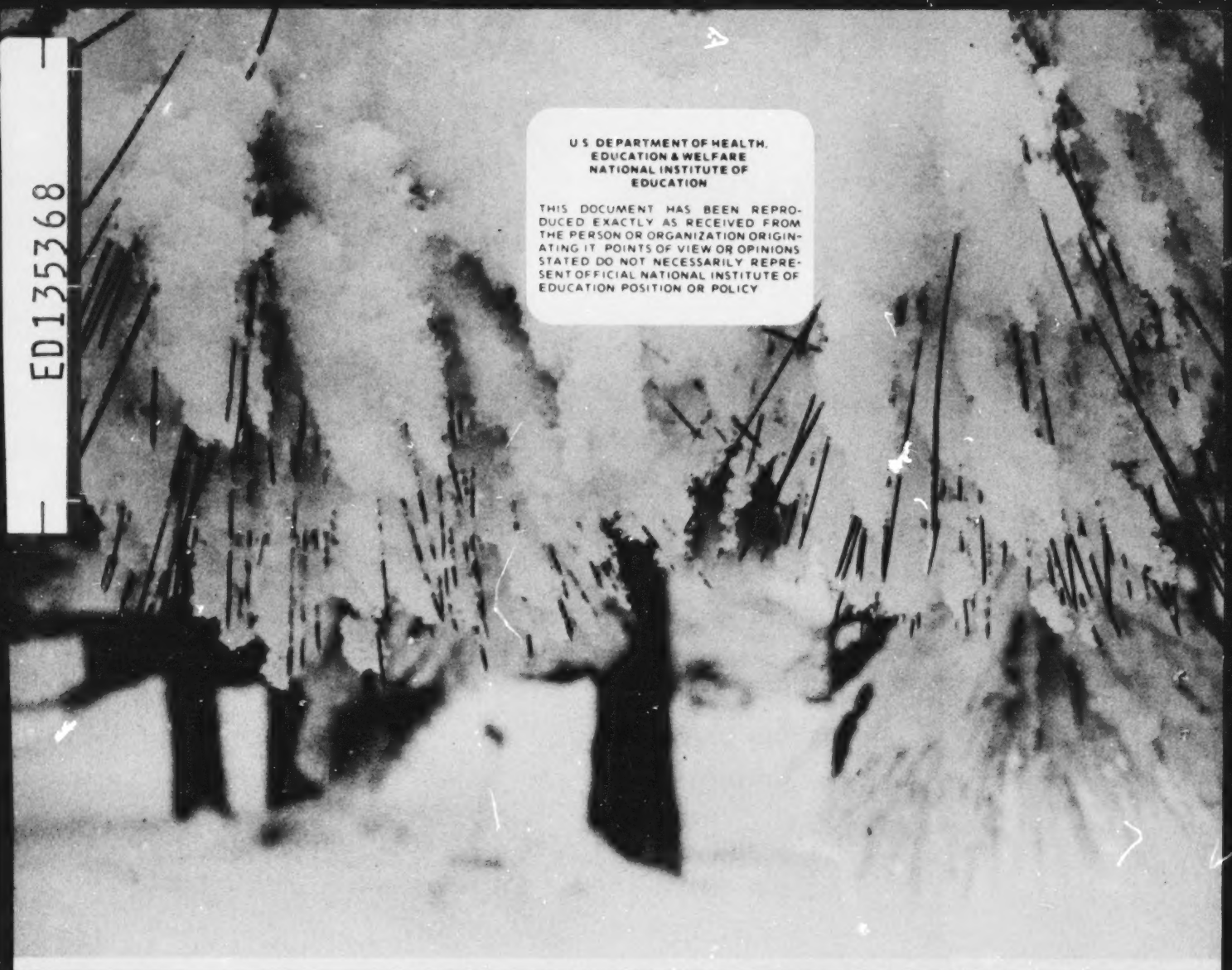
EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Change Agents; Change Strategies; Conflict Resolution; *Leadership Training; *Management Development; *Management Education; Personnel Management; Personnel Selection
IDENTIFIERS Association Educational Communications Technology

ABSTRACT

This conference for media personnel began by identifying and describing management problems. It then examined the process of selecting a manager, and looked at the nature of a healthy organization. Next it considered change and the change process, including the conditions which facilitate change, the obstacles to change, and some management myths. New ways to manage staff meetings, new approaches to problem solving and groups conflict, and suggestions for effective management of time and resources were presented. (WBC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED135368



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: EA IR

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

IR004471

LEAVENWORTH

A Report on the Region 9 AECT / Third Annual Leadership Conference

IDENTIFYING AND UTILIZING MANAGEMENT RESOURCES EFFECTIVELY

Region 9
Third Annual
Leadership Conference

INTRODUCTION

The Third Annual AECT Region 9 Leadership Conference is history and as our final act we are proud to present this special publication as a conference summary.

On that Saturday afternoon at the conclusion of the conference, as I drove away from Leavenworth, I was proud of the committee that worked hard to plan this conference, and pleased with participants who collectively and individually exhibited great leadership potential, with Dr. Maurice Pettit and David Dillard who did an outstanding job of helping us to identify and utilize management resources, and with the panel members who shared some things they were doing to become involved in the curricular decision-making process.

It was our intent to provide the participants with an experience that combined some challenging ideas, some new techniques, and an opportunity to reassess what they were doing as media managers. We wanted to break the chain of talking to ourselves exclusively and have some outsiders, who are management specialists, tell us how we can become better managers. However, we realized that we can also learn much by sharing common concerns and experiences with our colleagues, so we built in some unstructured time to accommodate this type of activity.

At the conclusion of the conference, the planning committee agreed to have the next conference in July of 1977. It was felt that we should try a summer conference, at least once, to see if we can overcome the serious scheduling problems that exist during the academic year. Since this represents a seventeen-month period between conferences, we tentatively agreed to hold a Region 9 mini-session at the OEMA Fall Conference in Portland on October 21. Details on both of these Region 9 activities will be forthcoming in the days ahead.

William D. Schmidt

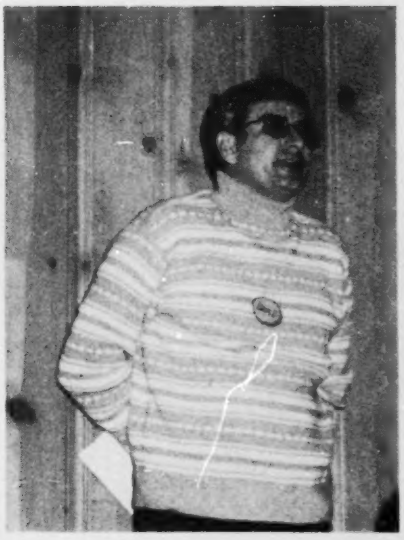
SETTING

The conference was held at Camp Field near Leavenworth, Washington, February 26-28, 1976. Nestled in the Cascade Mountains just a few steps from the raging Icicle River, the scenery was spectacular, the temperature was moderate, and the snow was deep (in fact, we had nearly 18 inches of snow during the conference!).

MISSION

An intensive three-day workshop to help media personnel identify and utilize management resources effectively. The objectives were:

- To identify the resources available for immediate use
- To identify some options for using resources in new ways
- To acquire concepts about the change process and conditions which facilitate change
- To develop concepts about management styles and resource uses
- To acquire skills in managing staff meetings, making decisions, and solving problems
- To effect a process for taking skills home



THE PROGRAM

WEDNESDAY
February 25, 1976

3:00 – 5:00 P.M..... Planning Committee

7:00 – 10:00 P.M..... Participant Arrival and Reception

THURSDAY
February 26, 1976

8:00 – 8:30 A.M..... Breakfast

9:00 – 10:00 A.M..... Orientation – Introduction

10:00 – 12:00 A.M..... Identifying and Describing The Management Problems

12:00 – 1:00 P.M..... Lunch

1:00 – 3:00 P.M..... Describing the Desirable Changes and Conditions Which Facilitate Change

3:00 – 3:15 P.M..... Break

3:15 – 4:30 P.M..... The Change Process – Learning Models and Behavioral Change

6:00 – 7:00 P.M..... Dinner

7:00 P.M..... Rap Session (Discussion of Common Concerns and a Planned Social Activity)

FRIDAY
February 27, 1976

7:00 – 7:30 A.M..... Breakfast

8:00 – 10:00 A.M..... New Ways to Manage the Staff Meeting

10:00 – 10:15 A.M..... Break

10:15 – 12:00 A.M..... New Ways to Look at Problem Solving and Group Conflict

12:00 – 1:00 P.M..... Lunch

1:30 – 3:00 P.M..... New Ways to Make Decisions and Manage Group Conflict

3:00 – 3:15 P.M..... Break

3:15 – 4:30 P.M..... Managing the Change Process and Evaluation

6:00 – 7:00 P.M..... Dinner

7:00 P.M..... Rap Session (Discussion of Common Concerns and a Planned Social Activity)

SATURDAY
February 28, 1976

7:00 – 7:30 A.M..... Breakfast

8:00 – 10:00 A.M..... Participant-Generated Activities

10:00 – 10:15 A.M..... Break

10:15 – 12:00 A.M..... Becoming involved in Curriculum Decision Making Process. A Panel Discussion by some who have become involved.

12:00 – 1:00 P.M..... Lunch

SETTING THE MOOD

"Are we on target with you? Is this what you expected? Do you have any areas that we haven't included in the program? May we have some feedback from you? . . . The design of this workshop is to get continuous feedback from everyone. We call that on - course correction." These questions raised during the opening session set the mood for the intensive three-day workshop on identifying and utilizing management resources effectively. During the three action-packed days, participants learned more about themselves and others as they became involved in the learning process. Alone time, triads, small group and total group activity were formations used to spark involvement. And continuous on - course correction helped to make this a unique workshop that focused on the management concerns of the media specialists who attended.

Our leaders were Dr. Maurice Pettit and Mr. David Dillard of the Organization Development Center, Central Washington State College. This center's staff has worked with many schools, government agencies, businesses, and community agencies in helping the organization and its individuals to define and accomplish their goals, to explore new ways of working cooperatively with others, and to help them to function more effectively.

Dr. Pettit and Mr. Dillard, known to participants as Maury and Dave, brought to the conference many helpful and practical ideas, concepts, and skills, and we would like to share some of these with you. In Maury's own words: "Try it out. It will work for you." "Organizations don't change. People change!" "You can make a difference in your organization." Following is a summary of major highlights of information presented by Maury and Dave on each topic in the program.

IDENTIFYING AND DESCRIBING THE MANAGEMENT PROBLEMS

"Leadership is a function, not a person"

SELECTING A MANAGER

What is a good manager? How do we get a good manager? What is a healthy organization? These were the questions that opened the first session. Selecting an effective manager is a major difficulty faced by many organizations. On a scale of one to nine, most selections are rated in the middle with disappointing reports on what the person in the position is expected to do and what competencies are expected of that person. To improve the process, the organization must:

1. Develop a policy and procedure for selecting the person who can best accomplish the tasks of the position.
2. Evaluate the process.
3. Develop criteria for selecting committee members.
4. Develop objective criteria for use by the selection committee.
5. Document the interview process.
6. Ask relevant questions to the competencies required.
7. Orient the committee to their task.
8. Collect intuitive data during the interviews.
9. Establish a provisional employment period.

The interview process must ask where the organization wants to go. Then the selection team can determine which candidate can get the organization to that place. We must align the attributes to fill the vacancy with the attributes to do the work. Too often the attributes to fill a position are not the same as the attributes required to do the work.

Management would be performance based. We need to identify the competencies for a manager. This has been done successfully at the technical levels, but not at the management level -- and the competencies are not the same. We cannot say, "He/she has been a good technician, therefore he/she will be a good manager." There is not necessarily a correlation.

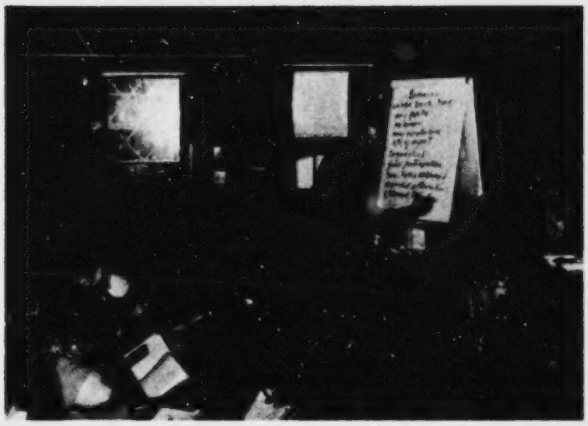
THE HEALTHY ORGANIZATION

A healthy organization is one that is always self-appraising, self-corrective, self-renewing. It is always in a state of ferment because it uses the Do, Look, and Learn process, vizualized this way:

A healthy organization continually asks where it wants to go and what are its goals. It is never static, it defines its purpose and continually re-examines its norms and develops new norms. A healthy organization considers the career and life goals of the members of the organization, and there is only a short distance between the organizational goals and processes and the individual's needs and rewards.

The manager must always be asking these four revolving questions: What do you do? For what purposeful good? At what cost? With what results? The manager must ask whether he makes a difference, and whether he would be missed if he were gone. The manager always works with that self-appraising, self-correcting, self-renewing concept. If he does not do that he is no longer viable. Building bigger and better and more is not a viable goal.

A healthy organization increases its intrinsic rewards, the on-the-job rewards that lets us feel we are recognized, valued, rewarded, self-fulfilled, that we belong - as opposed to extrinsic rewards such as sick leave, retirement, health plans, etc.



CHANGE AND THE CHANGE PROCESS

"All change is not progress, but all progress involves change."

"If your happiness depends upon changing someone else, you're stuck. You can only change yourself; you can't change other people."

Questions addressed regarding this topic were: How do we accomplish change? What conditions facilitate change? What are some of the obstacles to change? How do we change an organization? Some basic notions about people, organizations, and change introduced this session:

1. An organization is groups of groups.
2. Organizations are made up of people.
3. If the organization is to change, the people who make it up must change.
4. Behavioral changes involve new norms, new attitudes, new values, and new processes (the culture).
5. The likelihood that people will change is increased to the degree that they can participate in the decisions about the change to be made and to the degree that the reward exceeds the pain.
6. People will allow themselves to be influenced to the degree that they can also influence others.
7. Influence is optimal when mutual learning, trust, respect, and concern is prevalent.
8. People who have similar goals and needs will, when such facts become recognized and where possible, organize themselves into a group.
9. The group will meet its goals best when it builds itself into a cohesive and highly functional unit.
10. Traditional, linear organizations do not foster the unit management concept (see Zand).
11. Therefore, it will take a distinct and concerted effort and decision to function as a management team because the organizational structure does not provide for it.

Most changes occur when the person in the management position is new. People in the organization expect change, they are prepared for it. All organizational changes begin and end with people, so if the organization is going to improve or change, the people must improve or change.

There are many ways to get change, such as punishment/reward; appeal to pride; education, learning new things. But the best possible way to accomplish change is by modeling -- a technique which shows what is right. Learning is only learning when behavior is changed; knowing is not learning. In the same way, knowing does not change an organization. All levels of learning/behavior must be involved: cognitive, affective, and behavioral. One must know, must have a favorable attitude towards behavior in the new way, and then must behave in the new way.

How do we determine what are desirable changes? There are five questions we must ask as we consider change: Which things should we continue to do? Which things should we increase? Which things should we start doing? Which should we decrease? Which things should we stop doing? The next step is to develop a series of objectives based around our responses to these five questions. In this way we can improve and change the organization.

Maury emphasized three other conditions to consider and plan around. They were: conditions which facilitate change, obstacles to change, and management myths. Following are lists of each which were presented during this session. Maury's advice on obstacles and myths was to study them and determine how you can drop some of these behaviors.

A. Conditions facilitating change

1. Persons tend to change when they have participated in the decision to change.
2. Persons tend to change when the rewards for change exceed the pain of change.
3. Persons tend to change when they see others changing, particularly when the change direction is supported by valued persons.
4. Persons tend to change more readily in an environment free from threat and judgment.
5. Persons tend to change more readily when they have the competencies, knowledge or skills required by the change.
6. Persons tend to change to the degree they trust the motives of the person or persons attempting to induce change.
7. Persons tend to change more readily if they are able to influence reciprocally the person or persons who are attempting to influence them.
8. Persons tend to change to the degree that they see the change has been successful, especially if they are able to gather data for themselves.
9. Persons tend to change either in a series of small steps or as a total change in their way of life.
10. Persons tend to maintain change as the change is supported by their environment.
11. Persons tend to maintain change if there is a public commitment to the change.
12. Persons tend to resist change to the degree that they feel it is imposed upon them.

B. Obstacles to change

What things are the greatest deterrent to change?

1. The fear that change will surface people's inadequacies. Changes involving new skills are not threatening, but changes involving new concepts are threatening. There can be control over a skill, but not necessarily over a concept.
2. An inability to live with the tentative. We tend to feel secure when things are solid and nailed down, but the really stable person is the one who can be flexible and cope with the uncertain. Solidity does not translate to stability.
3. The manager's perception that a given plan or strategy won't work, e.g., "We've tried that." He doesn't require any further rationale for his decision.
4. A lack of data about the results of change.
5. An inability to plan coupled with an inability to implement and evaluate plans.
6. The unresolved dilemna of the democratic process-committee versus task force.

7. The nature and design of the reward system.

8. The penalty involved in making an error. A trial and search model needs to be developed to replace the success and failure models.

9. The inability to affect organization accountability.

10. The inability to effectively use human resources.

Participants added to Maury's list of obstacles with the following items: lack of resources, contrary norms, poor communication, inept management, limited leadership, organizational structure, poor planning, lack of trust, community resistance, peer pressure, lack of time and energy, and apathy.

C. Some Management Myths:

1. Open door policy.

2. All decisions must be participatory in nature.

3. Work does not happen if I'm not there.

4. I'm indispensable.

5. Need to be the first one on the job and the last to leave.

6. Committees (task forces) make better decisions than individuals (A+B+C+D concept).

7. Manager that takes work home is the dedicated manager.

8. Must know everything that is happening in organization.

9. Secretary is there to protect and follow orders.

10. Supervising people is hard work.

11. Labor is a necessary evil (adversary).

12. A good manager tries to please everyone.

13. What's the problem?

14. Busy people are important people.

15. A good manager avoids conflict.

16. A good manager doesn't make waves.

How do we get people to change? People in an organization change when they are involved in the decisions about change. People must be allowed to try new things and make errors. Risk taking must be allowed; people must be allowed to try things that don't work. A major obstacle to change is to operate on a win-lose, right-wrong, success-failure basis. The win-lose approach discourages risk-taking because failure is not allowed; thus new things are not often tried. Risk taking is not easy in such an organization because people fear failure. But growing is learning and learning is risk taking. We need to get an atmosphere of trial and error, where risk taking is not all that risky and failure is not so likely because we try more, we do-look-and-learn more, innovation and trial-and-error becomes the norm.

NEW WAYS TO MANAGE THE STAFF MEETING

"Managers do not plan to fail. They just fail to plan. And a failure to plan is a plan to fail."

If you don't plan your meetings, you won't have good meetings. The plan is your control. Maury stressed that better meetings result when:

1. The agenda is built by the group and placed in front of the group on a flip chart.

2. The agenda is visible during the meeting.

3. The agenda is organized into four categories: decision items, discussion items, information items, and "by the way" items.

4. The agenda is prioritized.

5. Time lines are set for each agenda item.

6. Have a recorder to record content and an observer who describes process, gives feedback, serves as a mirror, reports to the group.

7. Spell out the who, what, when resources.

8. Evaluate using action feedback from the observer and data gathering instruments.

Most groups don't know when they have made a decision or solved a problem. You have to be an observer to notice this. Sometimes the group will talk right by an agreement until finally they are in disagreement. You have to use a technique called picking up your winnings. The trick is to know when you are done.

NEW WAYS TO LOOK AT PROBLEM SOLVING AND GROUP CONFLICT

Problem-Solving. An attempt was made to look at ways in which groups can solve problems. One of the biggest problems organizations have is how to involve the people in the community in constructive ways. Public meetings often become a process of "turn-talking." Each person stands up and takes his turn talking. One way to solve this is to put in front of the entire group this list of words:

support	give an opinion
oppose	elaborate
more information	disagree
clarify	question

Then ask people who are going to speak to identify what they are going to say in terms of the list, e.g., "I am going to support John in saying this." "I am going to oppose Bob in what he says about this." "I need more information on what was said about..."

If we follow this procedure we can avoid being like the politician who talks and talks, and one fellow in the back of the room said to the fellow sitting next to him: "Boy, he sure does like himself, doesn't he. By the way, What is he talking about?" And the neighbor said, "I don't know, he didn't say." Get people to identify what they are going to say out loud for the group. This will make participation meaningful and accountable.

If people are actively involved in making a decision they will actively support it; that is, "the degree to which people are actively involved is proportionate to their agreement with the decision and consequently to the likelikhood of its success." The more the group feels the decision is imposed, the less happy they will be about supporting it.

The following model for participation is effective in involving people who are responsible for carrying out the decision. The key is to let them know what type of participation you expect from them. For example, "I have a decision to make and want to have some information from you." There are three categories of decisions: policy decisions, management decisions, and operational decisions. And then we must decide who is responsible, who is to be consulted, and who is to be informed. Thus we have a matrix called Organization-Decision Plotting:

	Type of Decision		
Persons involved:	Policy	Management	Operational
Who is responsible?			
Who is to be consulted?			
Who is to be informed?			

The closer to the level of operation the decision can be made, the more likely it will be successfully carried out.

People want to be consulted and they want to be informed. They want to have input into decisions that affect them, but first, management must decide what kind of involvement they want from the people affected by the decision. "I want information. I want ideas? I want your input." But never mislead them that you want them to make the decision. This often is the misunderstanding.

Conflict. Conflict is usually thought of as negative. Some myths are that it is abrasive, it causes people to be uncomfortable, it causes discord in an organization, good managers don't make waves, and good teachers don't have conflict. And yet there is something very fundamental about it. The conflict is the seedbed of change. We want people to be individuals, yet we get uncomfortable with conflict, and conflict is the result of individual differences. The more we can help people to be different, the more successful is our educational system. Schooling should make students less alike, not more alike. Conflict is normal, it is expected, and we must learn to manage it. Nothing is wrong with adversary positions. What is wrong is the way we manage the adversary positions. It is normal to have people take different sides of an issue. This becomes the energy source of change. The strength of an organization is the ability to deal with problems - not avoid them and to solve problems. Conflict is the vehicle that can build better relationships among the staff. That strengthens the organization.

There are several ways in which we must look at conflict. We must ask:

- What is the nature of the conflict?
- What is the source of the conflict?
- How do you manage it?

And then we must look at interpersonal, intrapersonal, intergroup, and intragroup conflict. We end up with this matrix:

	Nature of conflict	Source of conflict	How do we mange it
Interpersonal			
Intrapersonal			
Intergroup			
Intragroup			

There are different ways or options for managing the conflict. The most commonly used approach is to overwhelm the opposition. A second approach which is used a great deal is to modify the motivation. Everyone compromises and no one is really happy about it. A third way is to expand the space, a technique which is used the least, but which produces the most because it uses the do-look-learn process. When we expand the space, we care about the people, the process, and the task. We search for new ways of doing things and we get more accomplished.

MANAGEMENT OF TIME AND RESOURCES

"I know of nothing that so concerns management in every kind of organization as the management of time and resources." "Have you decided that you want to manage your time better? Most people haven't!!!" An organization has as its resources talent, time, and tasks. To manage time, we must prioritize out tasks. All of us have had the frustration of spending time on the least important tasks and not getting to those that are most important. But we can get control over this by using the following process:

1. List the six most important tasks you have to do.
2. Do the first task.
3. Reassess the list and reprioritize if necessary.
4. Do number two on the list, following the new procedure.
5. Continue as above.

The key to this process is to be sure your list consists of tasks which you have control over. Therefore, an important step is to identify which conditions and tasks you have control over and which you do not control. Gather data using the following diagram:

	Functional	Disfunctional
What tasks do you have control over	1	2
What tasks do you have no control over	3	4

Do not spend your time on what is disfunctional that you have no control over. Work on number 2 category, that what is disfunctional that you do have control over. Following are some highlights on managing time presented by by Dr. Pettit:

Some ways of thinking about time management.

1. Making a difference and working productivity are inseparable but require seven variables to be positively aligned:

   adequate time + goal clarity with prioritized tasks + high motivation + adequate energy + good concentration + adequate resources + refined processes and habits will make a difference.

2. Productivity is the efficiency and effectiveness partnership:

   - To the degree that all the essentials for productivity are highly positive productivity is assured.
   - Any combination of negatives can significantly reduce productivity.
   - All variables are potential time and energy wasters.
   - All the time there is you already have. You can't store it, reclaim it, speed it up, slow it down - it's perishable.
   - All you can do is use it differently.
   - Managing personal behavior is the key to the management of time.
   - Important people are busy people, but just being busy doesn't make one important.
   - You have 1440 minutes a day to invest. What are investment behaviors?
   - Each person can only be directly responsible for for his own productivity.
   - Doing and accomplishing are not always the same. The key question is - do you make a difference.
   - Time management must be an organizational issue as well as an individual issue - a time management climate is essential, a collaborative effort a must.

More tips on time management:

1. Set aside two hours of time during which you will be uninterrupted. Do not answer the phone, see visitors, or handle the mail during this time. Do your high priority tasks during this time.

2. How to handle the telephone: Set aside an hour during the day during which you will return all calls. Have the secretary tell persons calling that you will return their call during the specified hour.

3. How to handle the mail: Organize mail into three piles.
   a. Letters needing immediate attention.
   b. Letters which require some kind of data gathered and which can wait a while.
   c. Junk mail. Don't deal with this until the end of the week.

   Set aside an hour a day to deal with the mail and do it in the order listed above.

4. Devote your attention to those things which you can do something about and which are high priority.

"What you must do is look for new options. The best problem-solver is the one with the most options. The poorest is the one who can only see one option." We must see many options to manage time effectively.

CONCLUSION

It was the consensus of the Leavenworth Conference that this workshop should only be the beginning of a continuous exploration of management topics. Maury told us that we had been given an overview of the subject. He advised us to take just one of the above topics at each of the subsequent conferences and explore them in great depth. The new planning committee will meet soon to consider a long-range plan of this type.

We were told the conference was a success. In fact, this is what some of the participants said about it:

> "For me personally, there are not many meetings anymore that stir me very much. But I will say I participated and came away with some new fires lit and a desire to make some changes. I also came away with the feeling I want more exposure to the concepts we touched upon."

> "Your conference committee established a new pinnacle in conference planning. The entire AECT Region 9 Conference was outstanding from the superb presentations to the interpersonal interaction sessions."

> "The assessment of our needs and recommending the staff of the Organization Development Center is to be commended. Maury and Dave really gave us some new insights into our jobs."

> "The conference was by any standard a smashing success."

PEOPLE

PRESENTORS

Dr. Maurice L. Pettit, Professor of Psychology, Director, Organization Development Center, Central Washington State College
David P. Dillard, Director, Continuing Education and Summer Session, Central Washington State College

. . . . . conducted the Management Workshop session

Dr. William D. Schmidt, Professor, Central Washington State College
Irish Bugni, Librarian, Moffitt School, Springfield, Oregon
Richard Sacksteder, Director of Instructional Materials, Shoreline School District, Seattle, Washington
Lois L. White, Instructional Materials Coordinator, Issaquah School District, Issaquah, Washington
Chuck McCullough, Director, Umatilla IED, Pendleton, Oregon

. . . . . conducted the Saturday panel on "Becoming Involved in the Curriculum Decision Making Process"

PLANNERS

Conference Chairpersons:

Dr. Joyce Anderson, Assistant Professor, School of Education, Portland State University
Dr. William D. Schmidt, Professor of Instructional Media, Central Washington State College

AECT Region 9 Coordinator:

Robert Meinhardt, Director, Instructional Media Center, Jackson County IED, Medford, Oregon

Conference Planning Committee:

Robert Meinhardt — Joyce Anderson
Lois L. White — James Sanner
Norman Jensen — Shirley Hodgman
William D. Schmidt, Chairperson

SUPPORTERS

Commercial Vendors Financially Supporting the Conference:

Audio Visual Supply Co.
6420 NE Halsey
Portland, Oregon 97213

Ralph Butterworth Co.
5417 NE 30th Avenue
Portland, Oregon 97211

Educational Systems, Inc.
2360 SW 170th
Beaverton, Oregon 97005

Moore's Audio Visual Center, Inc.
234 SE 12th Avenue
Portland, Oregon 97214

NorthWestern, Inc.
011 SW Hooker Street
Portland, Oregon 97201

Oregon Audio Video
117 SW Front Avenue
Portland, Oregon 97204

Videosonics Inc.
1412 SE Morrison
Portland, Oregon 97214

Northwest Media Associates
158 Thomas Street
Suite 4
Seattle, Washington 98109

Coronet Instructional Films
348 NE 130th Place
Portland, Oregon 97231

Encyclopaedia Britannica Corp.
501 Kingwood Drive NW
Salem, Oregon 97304

Organizations Financing this Publication:

Washington Association for Educational Communications and Technology
Oregon Educational Media Association
Region IX, AECT

OREGON GROUP

WASHINGTON GROUP

WHERE ARE YOU?

ALASKA/IDAHO/MONTANA GROUP

PARTICIPANTS

Corene Anderson
Librarian
Coqville High School
499 W. Central
Coqville, OR 97423
(503) 396-2163

Joyce Anderson
Assistant Professor
School of Education
P.O. Box 751
Portland State University
Portland, OR 97207
(503) 229-4694

Evelyn R. Ardoin
Assistant Coordinator
Media Production Services
225 Bouillon Bldg., CWSC
Ellensburg, WA 98926
(509) 963-1842

Robert Barry
Media Specialist
Oregon City Schools
P.O. Box 243
Oregon City, OR 97045
(503) 657-2415

Irish Bugni
Librarian/Media Specialist
Moffitt School
1544 No. 5th Street
Springfield, OR 97477
(503) 726-3399 or 726-3400

Marilyn E. Christie
Specialist, Library Media Services
Seattle Public Schools
815 - 4th Avenue N.
Seattle, WA 98109
(206) 587-5020

Karen Consbruck
Media Specialist
Gresham High School
1200 N. Main
Gresham, OR 97030
(503) 665-4152 ext. 250

Allan B. Essex
Director, Instructional
Technology Services
Southern Oregon State College
Ashland, OR 97520
(503) 482-6393

Julie A. Harris
Media Specialist
Five Oaks Int. School
P.O. Box 200
Beaverton, OR
(503) 649-0256

(CONT.)

PARTICIPANTS

Rich Haugh
Methods & Materials Specialist
Jackson County I.E.D.,
101 N. Grape
Medord, OR
(503) 779-5510 ext. 214

Vern Hess
Director of Media Services
Clackamas I.E.D.
Marylhurst Campus
Marylhurst, OR 97036
(503) 635-4341

Shirley G. Hodgman
Director of Information
Columbia County Adm. School Dist. 5J
Westport, OR 97016
(503) 455-2691

Norm Jensen
Retired
2511 NE 57th
Seattle, WA 98105
(206) 524-2355

Betty Korpela
Elementary School Librarian
Central School
975 Irving Avenue
Astoria, OR 97103
(503) 325-0711

Mary Kerns
Resource Center Director
Union Co. I.E.D. Learning
Resource Center
1100 K Avenue
LaGrande, Oregon 97850
(503) 963-4106

Charles M. Kraus
Director
Clatsop Co. I.E.D.
3194 Marine Drive
Astoria, OR 97103
(503) 325-2862

Robert D. Larsen
Director of Instructional Media
Renton School District
435 Main Avenue So.
Renton, WA 98055
(206) 235-2437

Keith R. Laws
Director of Learning Resources
ESD No.113
Thurston County Courthouse
Annex - 221
Olympia, WA 98501
(206) 753-8146

Don Lee
Coordinator Instructional Materials
ISD 111
5601 - 6th Avenue
Tacoma, WA 98406
(206) 752-3563

Jeanne Llewellyn
Head Librarian
Issaquah High School
Box L
Issaquah, WA 98027

Peyton Lieuallen
Instructional Media Director
Polk Interm. Ed. Dist. (I.E.D.)
322 Main Street
Dallas, OR 97338
(503) 623-8171 ext. 81

Charles McCullough
Media Director
Umatilla I.E.D.
Box 38
Pendleton, OR
(503) 276-6616

Ann McLean
Coordinator, AV Library Services
Audiovisual Division
Bouillon Hall, CWSC
Ellensburg, WA 98926
(509) 963-2861

Robert Meinhardt
Director, IMC
Jackson County I.E.D.
101 N. Grape Street
Medford, OR 97501
(503) 779-5510

Nancy R. Motomatsu
Supervisor of L.R.S.
Supt. of Public Instruction
Olympia, WA 98504

Robert E. Neely
Production/Print Specialist
Curriculum Materials Center
Beaverton Schools, P.O. Box 200
Beaverton, OR 97005
(503) 649-0377

Shirley Painter
Library/Media Specialist
Spalding School
1301 Sacramento
Richland, WA 99352

Maggie Rogers
Director of Information
Services
Northwest Reg. Educational Lab
710 SW 2nd Avenue
Portland, OR 97204
(503) 248-6923

John C. Rutherford
Director of Instructional Media
ESD No. 167
Chelan County Courthouse
Wenatchee, WA 98801
(509) 663-8741

Dick Sacksteder
Director of Instructional Material
Shoreline School District
NE 158th & 20 NE
Seattle, WA 98155
(206) 362-7900

James W. Sanner
R-TV Specialist
State Department of Education
Salem, OR 97310
(503) 378-3566

William D. Schmidt
Professor of Instructional Media &
Coordinator, Media Production
Services - Audiovisual Division
Central Washington State College
Ellensburg, WA 98926
(509) 963-1842

Gary L. Sivertsen
Director of Learning Resource
Center
Fort Steilacoom Community
College
P.O. Box 99186
9401 Farwest Drive SW
Tacoma, WA 98499
(206) 552-3101

Donna Tresidder
Building Level Media Specialist
Morrison Elementary School
1375 SW Maple
Dalles, OR 97338
(503) 623-8316

Lois L. White
Instructional Materials Coordinator
Issaquah School District
Box L
Issaquah, WA 98027
(206) 392-7571